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Purposes and objectives are set forth for this outdoor education program designed to concentrate on the educationally disadvantaged. Selection procedures, letters and forms utilized, and daily schedules are included. Segments of the program evaluated are nature studies, nature crafts, food preparation and clean-up, recreation, budget, and counselor instruction. A summary concludes the document. (SW)

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ED 024496

MESA PUBLIC SCHOOLS

PROJECT ALPINE

Outdoor Education Program For Educationally Deprived

By

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and

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Sponsor

Issued from the

Mesa Public Schools

In Cooperation with the

Center for Educational Advancement

Mesa, Arizona

RC 002772

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INTRODUCTION

As in any progressive, suburban, type community, Mesa has and is experiencing a student population growth rate comparable to any in the United States. To maintain the high educational standards set down by this district and still educate the populous, the Mesa Public Schools in cooperation with the Center for Educational Advancement has innovated and implemented many pilot projects. One such project new to the district was Project Alpine, an experiment in outdoor education.

The following is a comprehensive report on this project.

PURPOSE AND OBJECTIVES

Purpose:

In recent years educators have been studying, among other things, the educational and sociological evolution of our society. In short, the educators tell us that we not only have moved ourselves physically from the rural to the urban community, but that our entire educational and sociological structuring has followed suit.

It is the purpose of this camp to identify and involve those students who would benefit most from an outdoor education experience; and, through this experience achieve a more realistic understanding of not only their physical surroundings, but most important of all--themselves.

Objectives: (General)

The general objectives of the camp are:

1. A more realistic approach to nature education
2. Practical work experience
3. Training in social attitudes
4. Self appreciation.

Objectives: (Specific)

The specific objectives of the camp are:

1. Actively participate in nature hikes and collecting trips
2. Assist in cooking, serving and work details
3. Present a campfire program
4. Participate in swimming, camping, boating and nature craft skills, along with fishing and recreational activities
5. Listen to resource speakers and view educational films.

Personnel:

*The following personnel are all certified by the State of Arizona:

*Sponsor, Mr. Reed Ellsworth
*Director, Mr. N. J. Palmer
*Science Coordinator, Mr. H. A. Cluff
*Girls' Counselor, Nature Crafts Coordinator, Staff Secretary, Mrs. N.J. Palmer
*Camp Cook, Recreation Coordinator, Mr. Ray Allen
Three Junior Counselors
Bus Driver, Counselor

ACKNOWLEDGMENTS

On behalf of the Camp Alpine staff and participants, we wish to express our appreciation to those persons who contributed in making this outdoor education experience not only possible but highly successful.

To Mrs. Sarah Folsom, State Superintendent of Public Instruction, and her staff for making possible the Outdoor Education Workshop through which much of the groundwork for Camp Alpine was laid.

To those administrators of the Mesa Public Schools and Center for Educational Advancement and their competent secretarial staffs for expediting the program so efficiently.

To those persons who willingly donated their time and equipment so that the student participants might gain that much more from their generosity: Ranger Don Julander, United States National Forest Service; Dr. Ken Pike, Professor of Biology, Arizona State University; Mrs. Norma Pike, Professor of Recreation, Arizona State University; Mr. Pat Cardon, Cardon Oil Company, Mesa; Mr. Keith Riggs, Keith Riggs Plumbing and Heating Contractor, Mesa; and Mesa Sunset Optomist Club.

With the cooperation and interest of these people in the education of today's youth, we were able to so design an outdoor education experience long to be remembered by all participants.

PROJECT FORMAT AND INTERPRETATION

Memorandum to Principals

Since this camp was designed especially for what one might consider educationally deprived students of the Mesa District, i.e., not performing to capacity, reading comprehension low, low socio-economic level, etc., memorandums were directed to the principals of all the schools in the district, so that they might nominate potential participants in the project.

Professional Invitation and Report List

Due to the intensive interest of professional educators at the local, state, and federal levels and to the potential magnitude of projects of this nature, a professional invitation and summary report were sent to those mentioned on the Invitation and Report List.

It was the intent of the invitation to involve these people in a field situation so that they might better evaluate, on their own, the importance of such projects. Hopefully this report will suffice in lieu of actual participation.

Letter of Nomination and General Camp Information

As in any project involving student participants in overnight activities, it is critical to completely inform and assure the parents as to their child's safety. The General Information, Items List, and Parents' Permission and Health Certificate served their purpose well.

MEMORANDUM TO PRINCIPALS
June 14, 1968

The Mesa Public Schools, in cooperation with the Center for Educational Advancement, is sponsoring a summer camp for the educationally deprived students of the district.

This program will be three weeks in duration, being made up of three one-week sections. It will be co educational consisting of upper elementary, (fifth and sixth grades), junior high and high school students.

The camp will be located near Alpine, Arizona, and have a camper capacity of thirty each section.

Although the general program will emphasize science, other areas such as regional history and industry, (field trips to include mining and logging operations), camping skills, sports, crafts and recreation will be presented to give the students varied experiences.

Your assistance in the selection of these students is requested. Please list at the bottom of the page, two boys and two girls from your school. The following are general criteria that should be met by the students; however, the nomination is left to your judgment, and if you feel the student is deprived and will gain from the experience, please list him or her.

The students should be, (1) Deprived educationally, (2) Capable of being responsible, (3) Mature enough to be away from home.

The students need <u>not</u> be, (1) Science oriented, (2) Accelerated academically.

Please direct your nominations to Jim Palmer, care of Carson Junior High, on or before July 1, 1968.

Thank you for your cooperation.

Yours truly,

N. J. Palmer
Director, Project Alpine

NAME OF SCHOOL _____

NOMINEES:

_____

_____

_____

_____

Mesa Public Schools
Project Alpine
549 North Stapley
Mesa, Arizona

In behalf of the Mesa Public Schools and the Center for Educational Advancement, you are cordially invited to visit Camp Alpine.

This program is a co-sponsored project for educationally deprived students of the Mesa Public School District. The camp will be in operation Monday through Friday, from August 5, through August 23.

Due to our limited overnight accomodations, it is suggested that reservations be made in the Alpine, Arizona area, or that camping in Forest Service areas would be very appropriate.

The camp is located 3/4 of a mile south of Alpine on the Coronado Trail at Aspen Lodge. We are looking to an unforgettable outdoor education experience.

A full report and evaluation will be sent to you upon completion of the program. Thank you for your interest.

Sincerely,

Norman J. Palmer
Camp Alpine Director

ip

INVITATION AND REPORT LIST

1. Mr. George N. Smith, Superintendent, Mesa Public Schools.

2. Dr. Gavin C. Humphrey, Associate Superintendent, Mesa Public Schools.

3. Mr. William D. Lovett, Assistant Superintendent, Mesa Public Schools.

4. Mr. Richard Kilbourne, Director Secondary Education, Mesa Public Schools.

5. Dr. Dell Chamberlain, Assistant Superintendent, Mesa Public Schools.

6. Mr. Doug Vance, Director Elementary Education, Mesa Public Schools

   (All of the above at 549 North Stapley)

7. Mrs. Sarah Folsom, Superintendent of Public Instruction
   1700 West Washingtin, Phoenix, Arizona

8. Dr. Dan Dearen, Director
   Denter for Educational Advancement
   809 West Main Street, Mesa, Arizona

Dear Parent:

_____ has been nominated by his/her principal to participate in a week long, science oriented, summer camp.

This camp will be a co-educational, all expense paid project to take place in Alpine, Arizona. It is designed fors students who show academic potential and that are capable of demonstrating responsibility.

We hope your child will be able to join us in this outdoor education experience.

APPLICATION

Since the camp sections will be filled on a first come first serve basis, it is recommended that the application be filled out and returned immediately.

CAMP AREA

The camp area will be located one mile south of Alpine, Arizona on the Coronado Trail. At an elevation of 8,000 feet, the air will be cool with probable afternoon showers.

The campers will be housed in two dormitories with modern shower and toilet facilities. All of the cooking will be done out of doors by the campers, with the help of our cook, Mr. Ray Allen.

CAMP STAFF

Director: Mr. N. J. Palmer
Boys' Counselor: Mr. Hal A. Cluff
Girls" Counselor: Mrs. N. J. Palmer
Cook: Mr. W. R. Allen

COST

There will be no cost to the students. Since there will be little need for money, we recommend that the student bring 50¢ or less.

EDUCATION

The students will participate for five days and four nights in nature study, cooking and camping skills, recreation, and crafts.

SESSION SCHEDULE

August 5 - 9 (Upper Elementary and Junior High)
August 12 - 16 (Upper Elementary and Junior High)
August 19 - 23 (Junior High and High School)

TRANSPORTATION

Transportation to and from the camp will be by private bus, courtesy of the Mesa Sunset Optomist Club.

VISITATION BY PARENTS

Parents are welcome to visit the camp at any time. However, due to our limited sleeping and dining facilities, we cannot accomodate parents overnight.

RECOMMENDED ITEMS TO BRING TO CAMP

(Essentials)

_____ 1. Sleeping bag, or two blanket bedroll with one double bed sheet
_____ 2. Pajamas (one pair)
_____ 3. Shoes for hiking and fishing
_____ 4. Tennis or light weight shoes
_____ 5. Bathing suit
_____ 6. Three towels and three washcloths
_____ 7. Four pair socks--one heavy
_____ 8. Hat, scarf or cap
_____ 9. Rain coat and rubbers or boots
_____ 10. Two pair heavy trousers, (boys and girls)
_____ 11. Jacket and sweater
_____ 12. Four cotton "T" shirts (boys)
_____ 13. Four blouses (girls)
_____ 14. Adequate underclothing
_____ 15. One laundry bag
_____ 16. Five handkerchiefs or kleenex
_____ 17. Sack lunch to eat on the trip to camp
_____ 18. Money--no more than 50¢

(Toilet Kit to Include)

_____ 1. Comb
_____ 2. Soap in box
_____ 3. Tooth brush and paste
_____ 4. Bathroom cup

(Optionals)

_____ 1. Flash light
_____ 2. Camera and film
_____ 3. Canteen
_____ 4. Compass
_____ 5. Pillow
_____ 6. Misc.

Labeling all clothing and equipment with your name will avoid confusion.

The above lists are only recommendations, and substitutes may be used. However, for the student's comfort and health, it is suggested that you try to adhere to these suggestions as closely as possible.

For further information, phone Mr. N. J. Palmer, Carson Junior High, 525 North Westwood, 962-7535. Evenings, call 964-7572.

PARENTS' PERMISSION SLIP AND HEALTH CERTIFICATE (Please Print)

Parents' Name _____

Address _____

Child's Name _____ Boy ____ Girl ____

School to attend next year _____ Grade _____

In emergency, please call: Home ____ Phone _____
Or (Name and phone of person other than parent)
_____

My child has my permission to attend Camp Alpine. He/She is in good health and is able to participate in the activities of the Mesa Outdoor Education Program. (Please list any restrictions on the back of this form)

I would like him/her to attend session # ____ (first choice) #____ (second choice).

EMERGENCY CLAUSE

In case of medical emergency, I understand every effort will be made to contact parents or guardian of campers. In the event they cannot be reached, I hereby give permission to the physician selected by the camp director to administer or secure the proper treatment for my child.

Parent's Signature _____

Date _____

Please return this form in the attached, self addressed envelope.

A letter of confirmation and itinerary, or stand by, will be sent when registration is complete.

Mesa Public Schools
Camp Alpine Outdoor
Education Program
1968

FIRST DAY -- MONDAY

6:30 a.m. Meet at Carson Junior High parking lot, 525 North Westwood for loading.

7:00 a.m. Departure time.

First stop -- Boyce Thompson Arboretum (short hike and refreshments).
Second stop -- Salt River Canyon (observe and discuss geology of the area).
Third stop -- Mc Nary Lumber Mill (tour facilities and eat lunch).
Fourth stop -- Camp Alpine.

3:30 p.m. Arrival time. Orientation with counselors and camp. Rules and schedules explained.

5:30 p.m. Dinner.

6:30 p.m. Camp tour. Science counselor will conduct tour of camp area and discuss general areas of study to be undertaken in the following days.

7:45 p.m. Evening activity. Educational film, mixer, games, songs and refreshments.

SECOND DAY -- TUESDAY

8:00 a.m. Breakfast. Cooking and clean-up assignments given, pretest administered, discussion group for projects.

9:30 a.m. Hannagan Meadow life zone study conducted by Science Consultant.

12:00 noon Lunch.

12:30 p.m. Recreation time (games, sports, reading, etc.).

1:30 p.m. Nature study projects (crafts, laboratory, etc.).

5:00 p.m. Group with counselors to work on skits.

5:30 p.m. Dinner.

7:45 p.m. Evening activity. Forest Service program on conservation. Educational film.

THIRD DAY -- WEDNESDAY

8:00 a.m. Breakfast.

9:30 a.m. Nature program (local trail building).

12:00 noon Lunch.

1:30 p.m. In-camp activities (laboratory work, nature crafts, collections, work on trails, skits, fishing).

5:30 p.m. Dinner.

7:45 p.m. Educational film on Moon and Mars. Evening under the stars activity.

FOURTH DAY -- THURSDAY

8:00 a.m. Breakfast.

9:30 a.m. Departure for all-day excursion, picnic lunch, swimming, nature study, archeological studies.

3:00 p.m. Finish nature crafts, collections, etc.

5:30 p.m. Dinner.

7:45 p.m. Evening activity. Campfire program with group skits, refreshments.

FIFTH DAY -- FRIDAY

8:00 a.m. Breakfast.

9:00 a.m. Field day. Tug-o-war, nature scavenger hunt, relays, egg throw, nature trail tour.

10:30 a.m. Clean up and pack up.

11:00 a.m. Depart for Mesa.

1:00 p.m. Lunch and rest stop in volcano field for geology study and collection.

3:30 p.m. Payson fossil bed stop for interpretation and collection.

5:30 p.m. Arrival at Carson Junior High. (Arrival time may vary. A phone will be available to the students upon arrival.)

PROJECT ALPINE

MENU

	Breakfast	Lunch	Dinner
Monday	Home	Sack lunch from home	Hamburgers Relishes Potato Chips Milk Cookies
Tuesday	Scrambled eggs Bacon Hot chocolate or Milk Cold cereal Biscuits Juice	Cold-cut sandwiches Vegetable soup Crackers Punch Fruit	Chili beans Corn on the cob French bread Carrots & Celery Milk Ice Cream
Wednesday	French toast & syrup Sausage Hot cereal Hot chocolate or Milk	Hot dogs Potato chips Jello and fruit Punch	Sloppy Joes Cabbage Slaw Chips Relishes Milk Pudding
Thursday	Hot cakes Bacon Juice Hot chocolate or Milk	(Box lunch) Peanutbutter sndwchs. Chips Apple Cookies Drink	Steak Corn on the cob Green Salad Pie
Friday	Scrambled eggs Sausage Cold cereal Juice	(Box lunch) Tuna sandwiches Chips Fruit Cookies Drink	Home

Mesa Public Schools
Camp Alpine
549 North Stapley
Mesa, Arizona
July 23, 1968

Dear Parent and Camper:

I am pleased to inform you that you have been registered in session number_____ of Camp Alpine.

Please meet August____ at 6:30 a.m., at the Carson Junior High parking lot with your personal equipment, a sack lunch for Monday afternoon and 60¢ for insurance. Departure time from Carson will be promptly at 7:00 a.m.

We will arrive back at Carson on Friday of the same week at approximately 5:30 p.m. Phones will be available to the students upon arrival.

Enclosed is our itinerary for the week. If there are any questions please contact me, Mr. N. J. Palmer at 962-7535 or evenings at 964-7572.

Sincerely,

N. J. Palmer
Director, Project Alpine

jp
Enc.

PROJECT PHASE REPORT AND EVALUATION

Nature Studies at Camp Alpine

Nature studies at Camp Alpine involved several approaches in a variety of settings. Areas of science studied included: geology, ecology, taxonomy, entomology, mycology, phycology, astronomy, forestry, wildlife, and conservation. Team teaching, small group and individualized instruction were all used with good results. Resource people from government and private agencies were used for nature campfires, hikes, sawmill and fire tower tours.

Since participants were of diverse educational and ethnic backgrounds the problem of how to update and upgrade their science understanding to a motivational threshold had to be solved before the advantages of the nature camp could be fully exploited. It was found that by discussion, idea exchange and observation while in transit to Alpine, nearly all students regardless of previous background were able upon arrival to successfully participate in camp nature studies.

Enroute to Camp Alpine from Mesa, the campers observed the changing life zones from desert to coniferous forest. The Desert Vista nature walk, fossil beds, the Mogollon Rim, a paper pulp mill, and a volcanoe field were all highlights of the trip up. Stops were made as time and weather permitted so that students might gather fossils and examine the interior of a dissected volcanoe near Springerville.

At camp, students were encouraged to apply some of the knowledge gained enroute. Since the camp was surrounded by natural forests, many liesure observations of birds, wildlife and vegetation were made as participants stood in the chow line, cut wood and otherwise went about their duties.

The students took nature hikes from our base camp to observe various aspects of the forests and to practice collection techniques. The inquiry and discovery methods were used with a high degree of success.

A bus provided us with large group mobility, so that we were able to visit the Forest Service "Multiple Use Demonstration Plots" located just across the New Mexico border. Here, students observed actual treatments given the forest to conserve it and to make the wisest use of it. The importance of the forest watershed with respect to our water needs on the desert was brought home by this field trip. The concept of watersheds and forest conservation was reinforced by a hike and visit to the Big Lake Fire Tower. A guided tour by Forest Service personnel taught students how fires are spotted and controlled.

Station wagons proved very necessary in moving smaller groups of students to certain field study areas. For example, trips were made to Luna Lake for collecting purposes, and to investigate an archeological site in the Black River area.

Collecting excursions were also made with small groups of interested students to a mountain spring. Fungi, insects, ferns, mosses, algae, lichens, etc. were collected. Not only were students taught how to collect, they also learned to practice proper conservation by collection only representative specimens and leaving the rest to perpetuate the species.

Nights under the stars at Camp Alpine were especially profitable since the high altitude and clear cool air made for superior viewing. In addition to the usual constellations, moon and star observations, we were able to view satellites, meteorites, and the Milky Way.

Campfires were additional aids to our nature studies. U.S. Forest Rangers from Alpine and Springerville gave talks, answered questions, held discussions and showed conservation films. Campers participated well in these campfires and seemed to enjoy them a great deal. During other campfires, slides and films related to nature appreciation and conservation were shown by the camp counselors.

When weather permitted, a nature review campfire was held the last night of camp. The review discussion was carried out in a very relaxed and informal manner. Each nature highlight, beginning from Mesa through to the last day of camp, was voluntarily taken by a student. His responsibility was to remember all he could about the one highlight of his choice. The individual could, however, discuss the observation with others to get their opinions. At the last campfire each person would represent a page in a "living notebook" or journal of our science activities. Each student in turn would then recall, sometimes with the help of the others, the particular phenomenon he chose. This proved to be a highly effective type of review.

The perfect conclusion to a week of study and observation in the forest, was a tour of Southwest Industries Sawmill at McNary. This tour was led by company guides and students were able to trace the logs all the way from the pond to stacks of finished lumber in boxcars.

It was also observed enroute home, that students were putting into practice the experience gained at camp. They observed and correctly analyzed the purpose of juniper eradication and forest thinning as seen from the bus. There was much discussion of life zone changes and geologic formations as we returned to Mesa.

Nature Crafts

Probably one of the most surprisingly successful aspects of the outdoor education experience was the nature crafts program. The basic theme of our entire nature study and outdoor education curriculum is for the students to identify and familiarize themselves with the out of doors through observation and discovery. Unforseen by the staff, however, the nature craft aspect carried our character building experiences one step further--expression and discovery through basic manipulative skills.

Even though we exposed the participants to field study techniques such as insect collecting, and mounting, plant pressing, and rock specimen collecting; the real personality and expressive nature of the children was demonstrated in the nature crafts area.

No expensive kits or elaborate material was purchased because we had all of the out of doors to collect from, and from these collections the students themselves were able to innovate and construct.

Food Preparation and Clean-up at Camp Alpine

Since man must eat food in order to nourish his body and make it grow properly and give him energy to go about his daily tasks, it becomes necessary to spend a specific amount of time in the preparation and the consumption of food, no matter what the project is he may be engaged in. For this reason, the preparation and clean-up of food at mealtime was considered a vital part of the program of out-door

education at the Mesa District's Camp Alpine this past summer. We took special care to give our campers a good experience in the preparation of food and the proper methods of cleaning the utensils and desposing of the garbage.

The campers were divided into four groups: two groups of boys and two groups of girls. Each group was assigned to help Mr. Ray Allen, the adult counselor in charge of food preparation, with three meals of a given day. Their duties consisted of, (1) bringing the food from the storage area to the camp cooking area, (2) helping to prepare the meals, (3) cleaning up the dishes and cooking utensils, (4) disposing of the burnable and non-burnable trash, and (5) general camp area clean-up. All of these duties were completed at such a time that the campers did not miss any of their other activities during the day.

The campers were very eager to help in these assignments. Very few had to be asked to go to get the food, before the meals; but actually begged to be chosen to go.

In the preparation of the meals the campers learned to cook french toast, hotcakes, bacon, eggs any style, and many other dishes. Some of the highlights of the meal preparation program was the making of home-make ice cream and the cooking of steaks on a grill over the open coals. Many of these youngsters turned the crank on the ice cream freezer for the first time.

Campers also had the opportunity to set up the food serving line and serve the food to their fellow campers on their duty day.

After the meals the duty group was taught how to dig a grease pit and to put rocks in it to dispose of all greases and dish-waters in order to keep the area fresh and

clean looking. They washed the pots and pans and silverware, and they learned to properly disinfect the utensils used in order to help prevent the spreading of diseases.

The food preparation and clean-up projects were very successful and a very important part of out-door education. The campers thoroughly enjoyed all phases of these projects and gained measurable from participation in them.

Recreation

Recreation is an integral part of any outdoor education experience. This is especially true in the case of Camp Alpine because of the extensive academic emphasis and responsibility load carried by the campers.

Athletic equipment in the form of footballs, soccerballs, volleyballs, tetherball and horse shoes were available to the students at all times. Row boats and fishing equipment were also available along with leisure reading material and games.

Although the equipment was the same as the students play with in the city, it was noted that the students appeared to play more freely, i.e. coeducationally and for long periods of time without highly structured rules and regulations. A very relaxed atmosphere prevailed during recreation periods and usually were only terminated willingly for such events as campfires and food.

Budget

Budgeting for a pilot program is one of the most difficult projections to estimate and follow. The Project Alpine tentative budget proved satisfactory for the pilot project, however, revision should be made for future projects.

Areas such as counselor salaries, secretarial assistance and evaluation time need to be considered. Additional staff and staff training time are a must in an expanded program.

Counselor Instruction and Information Sheets

The success or failure of any project, from team teaching to outdoor education, is based on the worth of the staff. In order to function closely and correctly, it is imperative that all staff members be well trained and informed as to their duties.

The staffing of Project Alpine was a fortunate coming together of many hard-working, talented people. They were quick to accept responsibility and do more than their share of the work. So that we might not press our good fortune too much, it is felt that an expanded program should have more personnel and a proper training period offered.

PROJECT ALPINE

COUNSELOR INSTRUCTION SHEET

A. Make each camper feel you are glad he is in your group. This can be done best by:

1. Learning names quickly and helping them learn each other's names.

2. Helping them to get settled.

   a. Beds made.

   b. Personal items arranged.

   c. Give orientation of bunkhouse.

   d. Discuss rules on leaving everything but theirs alone.

   e. Discuss shower schedule.

3. Camp tour--Remember, no visiting the horses.

4. The better the rules are explained, the better the camper will feel. Don't leave anything to question.

B. Know where your group is at all times. The best way to do this is to do all things with them, such as games, hikes, eating, etc.

C. Speak in a firm, quiet voice and maintain composure at all times. Be consistent in your discipline. Questionable problems or corporal disciplinary action must be discussed with director. Do your best as a counselor to resolve problems.

D. Work with campers on work assignments to show them how. Once they know their assignment, however, direct them.

E. Build a rapport not only between yourself and the camper, but also among the camp group. Encourage them to think they are the best. We want everybody to feel this way before they leave

F. Discuss teaching moments during camp.

G. Remember -- Don't tell them when they can discover for themselves.

H. Counselor notes:

STAFF INFORMATION SHEET

Director-- Norman J. (Jim) Palmer
62 East Eighth Avenue, Mesa
964-7572

Boys' Counselor-- Hal A. Cluff
1503 East Mahoney, Mesa
964-2794

Girls' Counselor-- Judy M. Palmer
62 East Eighth Avenue, Mesa
964-7572

Camp Cook-- W. Raymond (Ray) Allen
1064 West Sixth Street, Mesa
969-2147

Bus Driver-- Joseph (Joe) D. Ganci
614 Lexington Place
Concord Village, Tempe
945-1956 or 947-7403

Junior Counselor-- Monte Flack
763 East Seventh Avenue, Mesa
964-6703

Junior Counselor-- Vicki DeWitt
456 West Pepper Place, Mesa
964-5769

Junior Counselor-- Chris Ries
715 West Sixth Avenue, Mesa
964-2158

SUMMARY

The Camp Alpine Project for the educationally deprived was a classic example of what directed learning experience in the form of discovery and inquiry can do for today's younger generation.

To bridge the so called "generation gap", we as educators must find common ground through which we can communicate with the younger people. This starting point in communication must motivate their interest as well as expand their physical, emotional and mental horizons. How do we bridge the gap? What is the answer if there is one at all? These are the questions we are trying to answer and the programs of outdoor education are apparently providing some of the answers.

Who do we start with in outdoor education programs, the highly accelerated or the educationally deprived? This can only be answered by the design of the program that fits the need of the community. In the case of Project Alpine, the outdoor education program was designed for the educationally deprived students, but some very interesting observations were made during the project to raise the question; who is really the educationally deprived individual?

As educators we structure our curriculum and our tests to identify students with respect to learning capabilities and actual performance in the classroom. In the outdoor education program we allow the students to structure for themselves through innovation and directed discovery and then through their own activities tell us of their performance.

Apparently, from our direct observation, students perform very differently under different environmental conditions. We are not talking about one or two

isolated instances or minor differences, but rather, many cases of complete personality reversals than what had been anticipated.

To site a few cases in point, during session one, a young man had been sent to camp reluctantly by his guardian because this youngster demonstrated attention getting tendencies to the point of self injury such as jumping from high places, playing with sharp instruments and running away . It was learned during the duration of camp that he also was to be retained the next year from moving up a grade in school. All of the warnings from his guardian and the news of this boy's retention seemed to take on new meaning as the week progressed since this boy led the way not only in the academics of the program but also in doing his part to help, even to the point of being very constructively aggressive.

During the second session, a boy began his crafts by painting only monster faces in a dark,sloppy fashion. With individual encouragement from the crafts coordinator and subtile suggestions; this boy, who at the beginning of the week responded, "I never do anything else but abstract painting because then no one can see my mistakes", ended the program by making, by himself, a pine cone wreath and center piece highlighted with gold paint, snow and glitter. These cases and many more bring to bear the importance of this type of activity.

To observe children from broken homes playing and endearing staff children and the camp mascot, begins to reveal the yearning these individuals have to participate in normal family activities. It is very gratifying to see a counselor and camper walking hand in hand with no thought of their different ethnic origins.

Popcorn and story telling in a sleeping bag, singing and roasting marsh mallows around a camp fire, and the thrill of seeing one's first deer are but a few examples of the opportunities we, the staff of Camp Alpine, enjoyed observing as many campers for the first time came to the realization that they as individuals are appreciated. This is outdoor education. This is what every young person needs.